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JOURNAL of EDUCATION

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EDITORIALS

Lindbergh's Pedagogy

ONE of the interesting characteristics of Colonel Lindbergh is his supreme commonsense. He never expresses an opinion on anything unless he knows every angle of the subject upon which he speaks. Although he never meddles with other people's business what he says is often applicable elsewhere.

Speaking to college boys recently, he said: "It is not necessary for a man to become highly skilled in managing a plane unless his intention is to enter the piloting business, which will not be very often in the case of the college graduate of the present day."

It would be a glorious service to education if professionalism would understand that it is not necessary for one to become highly skilled in the science of education in order to be an extra good teacher.

Teaching requires, above all things else, ability to inspire a pupil with an intense desire to learn. The child must do the learning. No philosophy, psychology, or method is of any avail unless the learner does the learning.

The Glory of Achievement

ONE must have known personally and intensively education in action since the Civil War to appreciate the glorious spirit of achievement in education since 1920, and more especially nationally since 1925, and its culmination in 1928 and 1929.

There has been more heroic creative administrative achievement from sea to sea, from lake to gulf, from Canada to Mexico, in the last two years than was ever dreamed of before 1925.

My intimate knowledge of education in action since 1865 and my appreciation of its functioning everywhere in the North and Southwest since 1882, and in the South also in recent years, would be practically useless today but for my knowledge of the administrative achievements of the last five years, and 1928 and 1929 have been as vitally important as the achievements in aviation have been.

Mrs. Jennie Loitman Barron, who retires from the Boston School Board of her own choice, has an unexcelled record of achievement.

Vocational Public Education

THE American Federation of Labor can render American education an inestimable service if it will heroically challenge the fatal weakness of vocational public education. It is the same weakness that is endangering municipal industrial activities of all kinds.

It is usually impossible to keep the vocational equipment of education up to date. Practically all vital industrial equipment has been changed in the last five years. The tolerance of machines has gone from 500 to 10,000 in from seven to ten years, and all private concerns have entirely replaced their equipment. Comparatively few vocational high schools have up-to-date equipment in the vital factors of industry.

A school board rarely has an industrial leader with commanding influence, and the economic scare makes it practically impossible to throw out perfectly good machinery five years old and install a new outfit.

Utilities are never out of date, and it is very difficult for anything that must command a vote of the people not to be out of date in these glorious days of industrial progress.

Vocational public education equipment must be up-to-date, which means that there must be an industrial consciousness established.

The Chicago School Board will make no appeal from the court decision of December 18 which vindicated William McAndrew on every issue upon which he was adjudged guilty at the time of his retirement. "The School Board exceeded its authority in holding the trial" is the crucial sentence in the court decision.

The Boston School Survey

BOSTON has had an unusual survey of school conditions. The nine surveyors had Judge Michael H. Sullivan as chairman, President A. Lawrence Lowell of Harvard, who had been a member of the Boston School Board for many years; Arthur L. Gould, assistant superintendent; Walter F. Downey, principal, English High School; Archer M. Nickerson, Junior High School; Mrs. Willard D. Woodbury, Carl Dreyfus, and Frank P. Fenton.

The survey committee was appointed March 10, 1928, and has met from one to three times a week since, and sub-committees have devoted practically full time to studies and investigations.

The report of the survey has been unanimously approved by the Boston School Board, and the survey committee will be continued on the basis that constant revision is necessary.

C. C. Hughes of Sacramento

ANOTHER demonstration of the universal appreciation of the achievement of city superintendents. Never has there been anything comparable to the unanimity and heartiness of public recognition of administrative achievement in education.

Charles C. Hughes has been superintendent of Sacramento for seventeen years, and he is unanimously and heartily re-elected for another four-year term. No one has a more heroic record of progressive achievement than has he. He has established a school system as nearly faultless as any we have ever known. This applies to building program, to curriculum leadership, to the promotion of loyalty in the teaching force, and in the creation and maintenance of community sentiment.

Famous Rural School Chorus

C. A. FULLERTON, head of the music department of Iowa State Teachers College, Cedar Falls, plans to establish a national record by having a Rural School Chorus of approximately four thousand voices at the State Fair in July, 1930.

Dr. Fullerton has been getting ready for this for several years. We think no one has ever magnified the chorus work in rural schools as skilfully and devotedly as has he.

State Superintendent Agnes Samuelson has broken all records, we think, in the unification of all phases of rural school activities, and she early discovered the significance of Dr. Fullerton's creation of a state sentiment of genuine rivalry to have as good rural school music as is in any city in the state.

When Miss Samuelson suggested the feasibility of demonstrating that the rural schools of the state could really match the best city school music in America, Dr. Fullerton accepted the challenge, and all America will be interested in the bringing together of four thousand rural school boys and girls who have never experienced mass production in education and show that country schools are as good as city schools when they have as good leadership and as good instruction.

A Rural Way in Texas

IN THIS Administrative Achievement age there is freedom for limitless local masterful genius to find play.

In a state as vast as Texas, with a people with as varied inheritance, with the vigor of youthful statehood, and the leadership of a man who rejoices in the creation of achievements as does S. M. N. Marrs, there have been more thrills of

service to childhood in three years than in a generation in other days.

We wrote exuberantly of Brownwood, Brown county, early in this decade. We were captivated by the city because of the well-groomed appearance of everything and the courtesy of everybody, and have been interested in everything we have seen about it since one interesting week in the Lower Rio Grande country.

The Dallas News reports a personality activity which interests us especially. Brownwood has had a "Brown County Rural School Children's Day" for three years. This year Brownwood, a youthful city of nearly 20,000 population, turned the city over to the two thousand children from the fifty-four rural districts of the county for a Saturday.

One thousand of these children with their teacher chaperones were guests at luncheon in the Soldiers and Sailors Memorial Hall. The other thousand were at various luncheons by industrial plants, clubs, and churches. When the feasting was over the entire 2,000 were guests of the city government at the great football game of the season.

This rural school event has become a great occasion for Brownwood as well as for Brown County, and it returns a larger dividend for city business and county loyalty than any other investment of the year.

San Diego, California, claims to be the safest city in the United States, with only three accidents a week to 10,000 population. Milwaukee and Boston were next, with five accidents per 10,000 population.

Financial Chicago

THE press of the country magnifies the anxiety of the teachers of Chicago over their salaries as though the city were bankrupt, when the whole trouble is state legislation, which required an entire reassessment of all taxables of Cook County, including Chicago.

The fabulous growth of the city, much of which had been from the absorption of territory outside of the city, had been taxed on wholly irregular schedule assessments, which was thought to be to the disadvantage of the business section of Chicago.

As a result no tax bills have been sent to anyone in Cook County, including Chicago, for two years. This is a condition that has never before existed in any large city.

For a time banks provided money in anticipation of taxes, but these loans have run into so many millions that the banks have refused to continue the practice.

Chicago is so resourceful that teachers are receiving their salaries, though there is anxiety each month.

Elimination of Illiteracy

THE greatest achievement in American education is in action at this time.

More illiterates have been taught to read and write in the last six months than ever attained that ability in the New World in any two years before July, 1929. Tens of thousands of illiterates have learned to read to learn as they have learned to read in one state since last July.

It will be easy to have all American illiterates above ten years of age writing and reading and learning through reading that which it is worth while for them to learn, within two years.

This will be the greatest special achievement in education in American history.

We now know that it can be done in any state, know how it can be done, and know that the money for doing it will be available.

This mass production in special achievement in education is the harvesting of the ripened product of the genius and devotion of Mrs. Cora Wilson Stewart, whose "Moonlight Schools" in Rowan County, Kentucky, were the beginning of the greatest special social, civic, and educational crusade in the New World, and it will in the near future achieve for civilization in all lands what it is doing for illiterates in the United States.

All that is needed is money to pay public school teachers three dollars a session for getting a reasonably large class of illiterates in her district, and teaching them through the use of Mrs. Stewart's series of books to read interesting and informing lessons that enrich their knowledge of things worth knowing, how to do things in the right way, industrially and socially, to have a feeling of comfort and respectability by being like cultured and business people.

In one state the literatized illiterates increase their earnings and their buyings enough to pay each year the cost to the public of their teaching many times over.

Education Recognized

THE national budget for the Office of Education, William John Cooper, director, calls for the greatest increase ever suggested, and it was the first appropriation bill passed by the House of Representatives. It was passed practically unanimously as it was recommended by the appropriation committee.

It has been apparent for some time that the Office of Education and Dr. Cooper will be given every opportunity to demonstrate ability to dissociate education from every other responsibility of the Department of the Interior, and to magnify definite education service to America.

Columbia's recent gifts are $918,000.

Star Spangled Banner

KATHERINE D. BLAKE'S "Star Spangled Banner," 1914, celebrated the centenary of Francis Scott Key's "Star Spangled Banner."

The war of 1812-14 was at its height when the British, on August 24, 1814, invaded the national capital, and burned the Capitol, the White House and other buildings.

A few days later the British planned to attack Baltimore, but did not dare to make the attempt because of the military force at Fort McHenry. A British fleet was brought there to bombard Fort McHenry on the night of September 13.

Francis Scott Key was sent to the British admiral's fleet to arrange for an exchange of prisoners with instruction to remain until his mission was accomplished. It was a terrible night, as shot and shell were hurled at Fort McHenry all night.

At the first flush of dawn he saw the Stars and Stripes still over the fort and that day, September 14, 1814, he wrote "The Star Spangled Banner," which became the national song.

In 1914 Katherine D. Blake wrote her "Star Spangled Banner":—

O say can you see, you who glory in war,
All the wounded and dead of the red battle's reaping?
Can you listen unmoved to their agonized groans,
Hear the children who starve, and the pale widows weeping?
Henceforth let us swear
Bombs shall not burst in air,
Nor war's desolation wreck all that is fair,
But the star spangled banner by workers unfurled
Shall give hope to the nations and peace to the world.

The president of the New York City Board of Education approved of the poem and its sentiment, and it was in use in the schools of the city when England entered the World War.

The anti-war sentiment was high, and Miss Blake's "Star Spangled Banner" was sung in all parts of the United States until we entered the war.

In 1929 she wrote a second version of the famous poem:—

O work toward the future when all wars shall cease,
And the watchfires of murder no more shall be lighting,
When 'gainst ignorance, poverty, dirt and disease,
Humanity's brains shall be valiantly fighting.
Then the world shall be fair,
Powers of earth, sea and air
Shall bow before science, their secrets lay bare.
Then the star spangled banner with the peace flag shall wave,
The whole world shall be home of the free and the brave.

Japanese is to be taught in the high schools of New York City. This is supposed to be the first adventure of this kind in any public schools of the country.

A San Diego Adventure

"STUDENTS FINANCE COMPANY" is the official designation of a "Students Aviation and Trade Schools Finance Company," of San Diego, copyrighted by "The Huntley-Jones System of Educational Service."

Any youth of good character, intelligence, and promising personality can be financed in securing an aeronautical or trade education.

It is expected that ultimately this "Students' Finance Company" will be functioning in every state.

Stabilize Michigan

MICHIGAN has two city superintendents who have been in service more than thirty-five years, Fred Jeffens, Paynesville, and W. G. Coburn, Battle Creek, and two county superintendents have been in their present offices thirty years, E. W. Yost, Wayne County, and Eugene Straight, Montcalm County. There are no indications of any one of the quartette retiring from leadership. This is as creditable to their constituency as to these men.

The Connecticut College for Women, New London, has its first woman president, Dr. Katherine Blunt, who is starting the new regime to the general satisfaction of students and faculty.

Glory of the Heavens

IN THE near future we may begin to appreciate what the Psalmist had in mind when he wrote: "The heavens declare the glory of God."

The California Institute of Technology, Pasadena, is to have a two-hundred-inch reflecting telescope with a power ten times greater than any existing telescope.

This telescope will penetrate space three times as far, and will take in thirty times the volume of space that any instrument has ever done.

There will be a definite basis thereafter for settling all controversy about our gravitation and relativity.

Home Economics at Atlantic City

"HOME Economics for Every Child" is to be the basic theme of the Domestic Science Department at the Atlantic City meeting of the Department of Superintendence, National Chairman Agnes Houston Craig, Springfield, Mass. Among the speakers will be Elizabeth L. Woods, Los Angeles; L. Thomas Hopkins, Lincoln School, New York; Emeline S. Whitcomb, Federal Office of Education; Carleton Washburne, Winnetka; Dr. Ruth Andrus, Albany; and Dr. William F. Russell, dean of Teachers College. Banquet Monday evening, Hotel Chelsea.

Belding's Page

PENOLOGY IN INDIA

CRIMINALITY in India is a matter of heritage and family pride. The criminal castes are said to number five million. In one tribe it is highway robbery, in another counterfeiting, in another bundle thieving, that is taught by father to son, and by son to grandson. It takes an ancient civilization to get things into grooves like that.

In some parts of India the prisons into which criminals are put are singular. They are open-air camps or settlements, surrounded with high wire fences—barbed wire, but no walls. The prisoners bring their families with them into the enclosures; build their own huts; and are allowed outside in the daytime to work in the cotton mills.

Now it chances that some of these camps are maintained and operated by Christian missionaries. Schools are conducted for the children, with honesty as a principal study, no doubt; and with the teaching of some honest trade as a practical means of breaking the child loose from the family tradition.

No riotous outbreaks occur in these prison camps. On the contrary, many of the prisoners are sorry to leave when their terms expire.

Are conditions in the penal institutions of our own country favorable to good conduct or to bad?

Should we substitute missionaries for hard-boiled guards and wardens?

I don't know what would happen if we did.

But somehow we are failing to obtain the right results from our prisons. The handling of the crime problem at Sholapur and elsewhere in India offers food for thought.

TESTING INITIATIVE

THE psychology professor must have some one to psycho-analyze. His eye lights with a particular joy upon the bright and shining "stars" of a college student body.

Is it good science? Is it good for science? Is it good for the student?

Don't ask embarrassing questions.

Take the case of Winifred. She is a junior in an eastern college for women. She is a fine, outstanding girl; a recognized leader; and head of the student organization. She is a queen among her mates.

Winifred comes within the ken of the professor of psychology. A great discovery! She must be tested. Ah, the questionnaire's the thing!

She must be tested for initiative.

Among the questions put before this girl is one like this:—

"If you were in a hurry to obtain tickets at a box office and some one stepped in front of you in the line, would you: (a) grow angry inside, (b) give the intruder a mean look, (c) speak to him, or (d) call an usher?"

Winifred puts down (c). She would "speak to him."

This, it transpires, was the correct answer.

You can imagine, can you not, the most timid of persons putting down that answer on paper. The world is full of folks who boast of what they would do under certain circumstances—what they are going to say to the boss, and so on. The way to test what one would do is to see what one does or to learn what one has done in actual situations. Ask the other girls. They know why they elected her president. A clever psychologist could almost have guessed.

Then, again, the "correct" answer to that question from a possessor of initiative may have been: "I should have planned to be at the theatre with time to spare for slight delays; so I should have done none of the things suggested by the inquisitor."

FOUR HEROES

PUPILS in a certain school were asked to name the character they most admired. Lindbergh headed the list. Next came "Mother." Next was Edison, then Hoover.

Rather a fine list, is it not?

If we tend to be like those whom we admire, our heroes are important.

Some new facts have recently come out about the first of those four heroes. The biography of the late Ambassador Herrick makes it clear that the "lone eagle of the Atlantic" did not have to be coached what to say and do in Paris. Mr. Herrick suggested the proper persons to call on. That was as far as the coaching went.

Is Lindbergh's tact a matter of inheritance or training?

Page his mother.

FREEDOM OF METHODS

LAWS made by the people's representatives regulate to some extent the subjects to be taught in the people's schools. Happily there are no laws prescribing the methods which shall be used.

Methods of teaching and administration have a strong tendency to follow tradition, but many important breakings away from tradition occur, which make for progress.

Education in the United States is remarkably free from shackles.

Anson W. Belding

Associate Editor.

Factoryized Education

By S. MONROE GRAVES

President, Massachusetts Superintendens' Association,
and Superintendent, Wellesley, Mass.

FOUR score and ten years ago our educational forefather, Horace Mann, idealized and promulgated a natural but carefully thought-out plan for the professional training of public school teachers. The project as he forecast it was ultimately to provide for every group of children in whatever corner of this great commonwealth they might be living, the advantages of skilled instruction. The ideal of Horace Mann has been realized perhaps in larger measure than he at that time anticipated. When one recalls the aspirations of early days at a time when Europe furnished the pattern for the new educational program, the ultimate achievements of the present day appear nothing less than extraordinary. At the present time, however, a new note should be sounded in the educational world, and all who would join the truly progressive teaching class must harken to the new call.

For the last two or three decades American schools have been content to make progress more largely in one particular field, a field typifying in every respect similar progress in the industrial realm. This one advance has been tremendous expansion, expansion which has carried with it a mass production in educational "output," an "output" never before equaled in the world's history. A million, aye, literally millions of boys and girls have passed through the educational mills, and like the product of those Detroit factories have become shining examples of the new era. Like those examples, too, they have steadily improved in line, in appearance, and in speed. As the highways of civilization stretching out before them have changed, so they themselves in the educational process have been transformed partly to meet the possibilities open to them.

There are those persons, however, here and there, real thoughtful persons, who have examined the results with careful scrutiny. They admit the desirability of quick action. They admire the beauty of new developments. They take pleasure in the adaptations of the youth of the land to meet the new situations surrounding them. At the same time they question with considerable degree of assurance the results ultimately to be achieved. As in our great transcontinental highways so in the leading avenues of civilizations they seem to behold wreckage strewn at various places, monumental in its mute evidence of huge catastrophes. People who were inclined to be optimistic affirm that this wreckage is only a necessary by-product of progress in civilization. Nevertheless a few who are more inclined to view the situation clearly are studying both causes and effects. They behold a great country, rich beyond dreams in all that wealth can buy or produce, a country which is a veritable empire in its territorial expanse, in its mineral and power resources, a real paradise for great industrial development, yet withal, dependent upon the youth of the land in its realization of its highest ideals as well as in its most complete unfolding.

One characteristic of mass production is a survival of the fittest whether applying to the raw materials or to the machines shaping, moulding, constructing such material. It is natural also to have the same policies apply to the workmen who manipulate these machines, who handle the raw materials. It is only the strong, the quick of eye, the steady worker who in the long run can survive for a few years the great mental and physical strain of this industrial activity. Oftentimes, too, in meeting the exigencies of modern production the individual is lost in the whirlpool of the masses and seeks to conserve his individualism by joining large groups of other individuals whereby the aims and aspirations of the single individual may be stated forcefully and in part realized through the processes of organized force either to construct or to tear down.

Certain great nations of Europe and Asia have passed through terrible travail of re-organization within the last ten years. The fires of the smelting process by which an attempt is being made to weld the great proletariat of Russia into a national, homogeneous society are still smoldering with the ardent heat of conscious differences marked here and there by violence and crude adjustments.

In our own beloved country are we building safely for the future or are we constructing a flimsy fabric which shall be torn by disrupting sociological forces and be totally destroyed by unforeseen and unexpected elements in our national life? I have no hesitation to say that I think it is well for us to study this great mass production in the educational systems of our country. While I feel that perhaps the wreckage in which some of the youth of our land has lost its orientation may be justified, I have confidence to believe that it is high time that the old slogan of "getting by" were placed completely in taboo, and that a new watch-word, bespeaking public interest as well as individual happiness and integrity, be re-emphasized with all the power which the institutions of this great country are capable.

The leading part in this large undertaking must be carried by the teachers of our youth. Not entirely ignoring our critics, I would include men as well as women in this great educational process. At the same time I would challenge the men instructors of our college youth to see if their own sociological backgrounds and own idealistic aspirations and own fair-minded service to the commonwealth equal the possibilities which are before them.

Often it seems quite inconsistent that persons having very unusual opportunities for service themselves should busy themselves in a critical, non-constructive activity in a field quite apart from their own immediate work. Far better it would be if they were to construct within their own sphere of influence a new heaven and a new earth, speaking figuratively of course, so that their own converts might enjoy more sublime bliss. However this may be, I myself do not wish to be led astray by the peculiar orientation of others, but rather having put my hand to the plow, refuse to turn back from the goal, lest past dreams come to naught and new adventures lose their attractiveness. The technical and liberal art colleges have problems of their own very closely related to problems of citizenship now confronting the civic institutions of our country. These problems will be solved in good time just as public school problems will be solved in the light of better understanding.

I believe the educational process as carried on in our massive public school system in the United States is skillful and is adapted to the age in which it exists. It seems to me to be carried on by a professional corps of people equal, if not superior, to the elite of any teaching corps in any European country, but I believe it is the opportunity of our educational leaders to look far beyond the threshold of mere educational procedure. We desire to have an intelligent proletariat capable of still further achievement. Do we not desire at the same time to have a proletariat ranking very high in the genuine factors which make for genuine integrity?

Fretted Instruments in Schools

By C. M. TREMAINE

Director, National Bureau for the Advancement of Music

IN fitting our children for living, the public schools of today are going far beyond the mere function of equipping these young people for the making of a living. They are no less providing them with the materials for life enrichment, particularly that which comes through self-expression. Those educators who "view with alarm" the increasing premium which our complex adult life is placing upon self-expression may well seek to create and perpetuate during the child's school days certain habits and media of self-expression which will carry over into adult life. Possibly there is no form of expressing oneself which is so inhibited by modern conditions as is active participation in music. America's mechanical genius has created advantages in the entertainment field which, while admirable in themselves, have been the cause of a vast enlargement in the ranks of the "Let George Do It" brotherhood, in music as in the other arts.

A figure in the sporting world—the bleacherite—is now transferred to the musical world and we have the term "bleacheritis," used to describe the person who does not take part in the sport of making music but merely sits on the side lines and lets some one else do it for him.

This tendency in musical life is one to which the thoughtful educator may well give serious consideration. If the child is to be prepared for a life rich in cultural values, he must be led, through the schools, into forms of music-making which he will not be inclined to relinquish in after-life, despite the pressure of our modern civilization. This responsibility, as laid upon the schools, is being met increasingly in these later years by such activities as class piano teaching and by the remarkable development of school bands and orchestras. The former gives the child a proficiency which can later be used to great advantage, whether in the musical or in the social life. The same is true of the ability to play a band or orchestra instrument—the player will generally find kindred souls ready to perform with him in some sort of ensemble. Moreover, another family of instruments had lately been experiencing a renaissance of interest. It is the family of so-called fretted instruments, namely, the mandolin, banjo, guitar, and others which are plucked instead of being played with a bow. This revival of interest comes at a most timely moment, when one considers the above-mentioned conditions as to the need for a greater degree of personal participation in music.

These plectrum instruments fit into that situation most happily because as compared with some of the other instruments they are comparatively easy to master. This makes them accessible to the average person who feels no particular divine calling to a career in music, but who wishes some satis-

factory vehicle for expressing himself instrumentally. While a real mastery of any of the fretted instruments requires a long process of training, the routine of learning to play them is made relatively simple by that which has given the instruments their name—the frets which indicate the different intervals of pitch. This subject is one of those covered in the new book, "Fretted Instrument Orchestras," which has just been issued by the National Bureau for the Advancement of Music. In that book the above matter is explained thus:—

> "This mechanical device of frets on the finger-board of the instrument is a godsend to the young player, for several reasons. Provided that his strings are correctly tuned, the matter of his playing the various notes in tune is automatically fixed for him by the frets. Furthermore, he does not have to go through a long process of acquiring the knack of producing a beautiful tone on his chosen instrument—in fact, it is virtually impossible for him to produce an unlovely tone on these instruments. In this way the early periods in his mastery of the instruments are not only pleasurable to himself, but free from annoyance to the neighbors. In addition, except in the cases where the strings are picked with the right hand, the technic of the instrument resolves itself largely into perfecting the left-hand fingering, and this is facilitated by dots which help in the note-finding."

Other qualities than the above have also led to the adoption by the public schools of teaching of the fretted instruments. As is pointed out in the above book: "Not only are they comparatively easy to master but they offer to the player a constantly rising ascent to heights of musical enjoyment. Irrespective of whether the playing of these instruments leads on to the mastering of some of the standard orchestra or band instruments—which it frequently does—the plectral instruments are sufficient unto themselves with regard to bringing the player into contact with the world's beautiful music."

Such are the causes of a recognition of these instruments which is described in the Foreword of the book as follows: "Progressive superintendents and supervisors are admitting to their schools the group teaching of these rather easily-mastered instruments, which give the young people not only a cultural means of self-expression but a form of musical proficiency which will always be an asset to them in their social life."

Not only are fretted instrument ensembles being organized in the senior high schools but in the junior high, where they may extend as far back as the age limitations of the children will permit. A plectrum group is frequently instituted in a junior high where there are not enough players of the regular orchestral instruments to make possible that sort of orchestra or where funds for purchasing certain necessary instruments are lacking.

An instance of such adaptability of the fretted group to the junior high is provided by a Montana town where the supervisor encountered the conditions noted above. Only a few of the children had instruments, and she persuaded the parents to buy those lacking to make up the instrumentation. The children, from eleven to fourteen, learned the technic of the instruments as they played. The orchestra quickly learned both its practice pieces and various light songs, including the school songs. Thus the ensemble made itself useful by playing the accompaniment once a month for the school's assembly singing. In this way the supervisor not only helped her pupils toward instrumental proficiency but was enabled to make a showing as to achievement in a reasonably short time.

A more ambitious project was the formation of a high school mandolin orchestra in a Michigan city. Only one expert player was available at the start, but a general meeting was called, at which the various instruments in the mandolin family were exhibited. As the different students signed up as members, their names were entered on an instrumentation chart as desiring to play a specific instrument. Arrangements were then made for them to obtain the instrument of their choice. When once all the mandolin parts had been preempted, the other students were so eager to join that they signed up for a mandola or mando-cello. The pupils assigned to the latter instrument and to the mando-bass were those with the larger hands.

This orchestra at once established a business-like scheme of organization with an annual membership fee and fines for tardiness and unexcused absence. The purchase of music was covered by the school music fund. A mando-bass was bought by the school board, and the uniforms and other essentials were obtained through fees charged at outside appearances of the orchestra. Of course, the chief factor in the success of the orchestra was its instructor, a highly proficient fretted instrument teacher of that city.

An example of the ease with which the fretted instruments fit into the school curriculum is furnished by one Massachusetts town, where there was a plectrum instrument teacher who was convinced that group instruction in those instruments was needed in the high school. She broached the matter to the authorities, but they felt that there was no call for such instruction. In reply the teacher called attention to the large number of her pupils who were students of the high school. So confident was she that fretted instrument work within the schools would attract a following that she offered her services without charge for a year's experiment. The interest in the instruction thus

offered grew so rapidly that the school offered to place her on salary on a regular teacher's basis. She asked instead that the money be used for the purchase of instruments for pupils taking the course who could not afford to buy them. The granting of this request led to the establishment of the following status for the fretted instruments in that school: Instruction in those and in the other instruments was considered an art course for which credits were granted. Credit was also given for the required home study as certified by the teachers. In the book, "Fretted Instrument Orchestras," which is obtainable without charge from the National Bureau for the Advancement of Music, 45 West 45th Street, New York City, the essential requirements for the organization of the above and other fretted ensembles are described.

One of the most ingenious plans for fretted instrument organization is that of a composite mandolin orchestra made up of units from various schools of a county. In the pamphlet, "A County Mandolin Orchestra," which is also obtainable without charge from the National Bureau, the carrying out of that plan in Fulton County, Ga., is described in full. The plan itself is as adaptable to the schools of a city or town as it is to those of a county.

The first step in the Georgia experiment was a demonstration of fretted instrument playing before a meeting of the principals of the county's schools. That meeting voted in favor of trying out the plan in the schools. The county superintendent then suggested that a similar demonstration be given before the Parents and Teachers Council. This organization became so much interested in the project that a date was set for the first meeting of candidates, announcements of which were given out by the various principals. At that meeting 142 pupils presented themselves. A route was then arranged for the conductor to follow in conducting rehearsals at the schools in which the pupils thus enrolled would constitute a unit of the orchestra. When the students had progressed far enough, a general rehearsal was called and the children played for the County Parent-Teacher Association Council. The impression made was so favorable that, as a result, permission was obtained for the first time for lessons to be given during school hours. A system of composite rehearsals was later instituted and finally the orchestra made a gala appearance at the convention of the National Education Association in Atlanta, besides several others before important organizations.

Before recommending the above plan to schools in general, the National Bureau wrote to the county superintendent of Fulton County and asked his opinion of the mandolin orchestra and of its value to the schools. He replied that he was much gratified at the progress and success of the orchestra, and he added: "It created quite a bit of interest and enthusiasm among the students of the various schools, and I feel quite sure that they will be eager to take up the work again as soon as school opens this fall. I think it would be a wonderful thing for the country children to participate in an organization of this kind."

Why Not Say So?

By PETER A. LEA

If your wife cooks a dinner that's fit for a king
Tell her about it!
A cook such as she is a very rare thing,
Tell her about it!
Use words that mean something, don't just say it's nice,
She's made it for you, man, and not for a price,
So out with your compliments. Life must have spice—
Tell her about it!

If your boy's report card shows marks that are good
Tell him about it!
He's leading his class, but then you knew he would,
Tell him about it!
He worked while the others yelled: "Go, sheepie, go!"
Or skated or footballed or battled in snow—
You're proud and you know it, you're happy, and so
Tell him about it!

If some nice old lady looks pretty today,
Tell her about it!
It will warm her old heart and make her feel gay,
Tell her about it!
A good word today beats a bouquet tomorrow,
A hearty handclasp helps to turn away sorrow,
Kind words are for trading, to lend or to borrow—
Tell her about it!

If some one is striving and doing his best,
Tell him about it!
What looks easy to you may for him be a test,
Tell him about it!
What matter a white lie if joy we unfetter?
Let's stick to the spirit and not to the letter,
For kind thoughts are splendid, but kind words are better—
Tell him about it!

—Kansas City Star.

Everyday Life in Siberia

(PART ONE)

By L. H. PUTNEY

MANY years ago when I was a boy back in New England I remember going one evening to hear George Kennan lecture on his travels in "Darkest Russia," as he termed the prison camps of Siberia to which the tsarist government sent those who dared raise their hands against it. Ever since I listened to that gripping story of dismal distances and icy wastes, I have nursed a consuming desire to visit this ill-famed land, and now I have done it. As I write these lines I am seated on a rough wooden bench in a little park in far away Vladivostok, looking down upon the *Zolotoy Rog* or "Golden Horn," which forms a part of her magnificent harbor. To get here I have traveled the entire length of the U. S. S. R. by the longest railway trip in the world.

A few figures pertaining to this journey may be interesting. Our train left the Severni Station in Moscow at 4 p.m., Thursday, July 26, and exactly two hundred forty-one hours later it pulled into the station at Vladivostok. As a matter of fact we had not been traveling that number of hours, for seven times during the trip we had set our watches ahead one hour. All told, we had covered 9,330 kilometres (approximately 5,800 miles) and had made 151 regular stops varying in length from two to thirty-five minutes, and this with the same equipment except for locomotives. The train consisted of three old International Sleeping Car Company sleepers, seven "hard" and "soft" carriages, a restaurant car, and two mail and luggage cars. So carefully was this rolling stock inspected at nearly every stop that in all that tremendous distance we had no "hot boxes" or other serious mishaps. Nor did we suffer delay from the misfortune of other trains, for most of the way the road is double-tracked.

I am sure that the trip to Vladivostok via the Trans-Siberian R. R. not only is the longest railway trip in the world, but that it is also the cheapest. My ticket including first-class sleeping car accommodation cost only about $150, less than one pays to go from Boston to San Francisco. More than half of this amount, too, was for the use of the sleeping car. It is interesting to read the items enumerated in the ticket. Among them are the following: For *"le wagon moelleux"* (soft wagon) 37 roubles, for *"la place a coucher"* (berth) 126 roubles, for *"le linge"* (bedding), 6 roubles. During the entire trip we were given only three changes of bedding. No individual towels were supplied, but once a day a common towel having a width of perhaps twelve inches was placed in the lavatory at each end of the car to meet the needs of fourteen persons. The compartments were well supplied with electric lights, including even a table lamp, but the current became very weak whenever the train stopped. There were no electric fans except in the restaurant car. Each sleeper was attended by two khaki-clad "comrades" who made the entire trip, one sleeping while the other labored.

The sleepers had a rather cosmopolitan atmosphere. Among the occupants were a number of Japanese, two French persons, one of whom was a very talkative and opinionated *mademoiselle* from Egypt, a couple of Germans, a Swedish scientist en route to the interior of Mongolia, two Britishers, an Italian, and four Americans, to say nothing of a lot of Russians. Naturally, with so much time on our hands, we got pretty well acquainted. Although several of the passengers had made the trip before, only one or two of them had ever gone the route we were compelled to follow. Ordinarily the train proceeds to Manchouli, a station on the Manchurian border, and there the passengers change to a Chinese Eastern R. R. train, which twenty-four hours later deposits them in Harbin, the gateway to Korea and Japan, as well as for Tientsin, Peking, and Shanghai.

Some of my readers may recall reading in their newspapers during the early part of July that relations between the Soviet Government and China were badly strained. The facts in the case are that a few days before I started on my trip across Siberia the U. S. S. R. withdrew its representative from China, and China followed suit. I happened to be in Leningrad the day that the Chinese embassy was bundled off bag and baggage to Helsingfors in Finland to get from there to China as best it could. With this severance of diplomatic relations the Moscow authorities proceeded to close the border and refused to grant any visas for exit via Manchuria.

All of this may sound commonplace, but let me assure you that it was preceded by some hectic doings in Moscow. For two days the streets resounded to marching bodies of workers "demonstrating" their disapproval of China's actions by proceeding to the Chinese embassy bearing banners and red flags and singing lustily the *International*, the clarion call of the Soviet world. Starting as individual factory groups, and swinging in behind one another, they often formed impromptu processions a mile or more long. Not infrequently there were drum and bugle corps, and sometimes full bands. It was only in connection with these demonstrations in which, by the

(Continued on Page 44)

They Say

HARRY EMERSON FOSDICK:—

"Most people pray when they want anything, from a change in the weather to a new hat."

VINCENT MASSEY, Canadian Minister to the United States:—

"The textbook mind is one of the perils of our age."

GEORGE BERNARD SHAW:—

"Americans are a barbarous people, and are returning to red Indian life. Your figures and faces are changing and complexions get redder and redder. You treat your women like squaws, and you are going back to feathers."

BRYAN HAMILTON, Elkins, W. Va., superintendent, Randolph County:—

"The community has a right to expect of all teachers optimism, a bright and cheerful attitude toward their work and their community."

J. F. MARSH, State Teachers College, Athens, West Virginia:—

"We must put aside the former stiff outlines of education and strike off in the spirit of democracy a new and nobler plan."

MARION S. VAN LIEW. State Department of Education, Albany:—

"Our schools are democratic and aim to give as much education as possible to all. Hence, the schools endeavor to hold pupils as long as possible. If these aims are true, then, other than academic subjects must hold a place in the present school curriculum if it is to justify itself to the pupils of today."

WILLIAM LYON PHELPS, Yale University:—

"The small college does work that cannot be done elsewhere, because it furnishes education to young men and women of the same locality who otherwise would grow up without it, for they cannot attend a distant university."

A. L. MARLETT, University of Wisconsin:—

"Science and art have entered so much into the homely daily life of the people that to face the world without a general knowledge of science, as well as language, literature and art, is to be handicapped before one begins."

T. H. SANDERS, Business Education, Harvard University:—

"Bookkeeping opens up to the student's mind the world of modern business. Its activities and results are analyzed and displayed in a way which will reflect the workings of men's minds, the organization of business entities, the considerations of profit and loss, the nature of business properties and the equities in those properties."

DR. CHARLES R. BROWN, Yale University:—

"Work is the natural activity of the healthy individual and as such is a blessing, and not a bane. Leisure also is a blessing when it is wisely used, but its misuse can be harmful."

THOMAS NIXON CARVER, Harvard:—

"Peace will never be secure until the spirit of war is replaced by a spirit of peace."

A. B. MEREDITH, State Commissioner of Education, Connecticut:—

"It is a mistake to think, talk or write as though nothing had been done for character education in the schools of the past. Present emphasis upon character education is to assemble the activities of various forces for the greatest present benefit to youth who are to make the state tomorrow."

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president of the National Education Association:—

"Youths of today are more easily disciplined, are more intelligent and brighter than were their parents. They are keener and visualize the world whereas forty years ago children in school saw only their community."

HENRY CLAY SKINNER, Pennsylvania State College:—

"The cold, unsympathetic teacher invites mischief, evasion and lying."

WILFRED B. SHAW, in Scribners Magazine, November, 1929:—

"We have acted as though we really thought that education was something which could be packed as tightly as possible into willing receptacles during the four years set aside for the process, the receptacles sealed with a bit of parchment, and the parchment put into circulation as an educated man or woman."

HELEN HEFFERNAN, chief, Division of Rural Education, California:—

"It is not a question whether the job is big enough for us, but rather whether we are big enough for the job."

HENRY FORD:—

"Any one who stops learning is old whether this happens at twenty or eighty."

Everyday Life in Siberia

(Continued from Page 42)

way, women and children as well as men took part, that I saw in Moscow anything resembling hilarity. At night we had even more pointed evidence of the seriousness of the situation in the great masses of "red" soldiers which were moved to the outskirts of the city to entrain for the frontier. Later as I traveled across the country I met many train loads of them, and they impressed me much as do our own soldier lads back home.

It seems that some time ago China and the U. S. S. R. made a treaty providing for a joint administration of the Chinese Eastern R. R., although originally this road was built by Russia as a short cut to the Far East. According to the Soviet authorities, China has continually failed to live up to the terms of this treaty. First, they say, she refused to allow the customary payments to be made from railway revenues for social welfare work among the Russian employees. Next she took over the telephone lines and later seized control of the telegraph system. Finally, to cap the climax, she ousted all the Russian employees and deported their higher officials. As a justification for this conduct the Chinese claim that the U. S. S. R. was using its part of the railway personnel to carry on propaganda in Manchuria. Be the merits of the case as they may, those persons wishing to get to the Far East by the Trans-Siberian route had to leave the main line just east of Chita and take a branch known as the Amur-Ussuri R. R. Not only did this entail two extra days of railway travel, but with the Manchurian border closed it meant that to get anywhere one had to cross over to Tsuruga, a town on the northern coast of Japan, nearly forty-eight hours distant.

Had it not been for the culinary part of the proposition and the unforeseen hardship run into at Vladivostok, the trip would not have been unduly bad, in spite of the fact that in places it was very warm and dusty. This latter evil was somewhat mitigated, however, because, unlike on our American trains, in such places no one was allowed to have any windows open. For that reason the discomfort from dust was not to be compared with what is experienced crossing the Great Desert in Nevada. The heavy meal of the day was served in the afternoon and on no two days at the same hour. Ordinarily it consisted of a soup, some sort of entrée (baked cauliflower, macaroni with chopped ham, omelet, fresh fish, etc.), a meat course, and coffee, chocolate, or a dessert (usually gelatin in some form). The cooking was fairly good and the viands tasty in spite of the fact that neither cook nor waiters changed their uniforms during the entire trip. In lieu of an apron one of them wore a dark gray blouse, and long before the end of the trip the others might have been doing likewise so far as we could tell from the color.

Whenever the train stopped everyone got off, even if in the midst of dinner. Some would take their tea kettles or thermos bottles, and make a bee-line for the hot water tank which is to be found in every Russian railway station, while others would go foraging. At most places near the end of the platform there is a long shed with a counter where the peasants offer for sale different food products. Until we left the main line such foraging ordinarily was quite successful. Nearly everywhere we got fresh whole wheat or black bread—sometimes in doughnut-shaped loaves, but more often in chunks cut from loaves as large as a dish pan. Now and then we would have a choice of baked chickens or barbecued suckling pigs or fried fish. As a rule we could count on piles of butter, for Siberia still exports great quantities of it. At one station we were offered tempting cheeses; at another, fried cakes; and at others, eggs, berries, honey, native drinks, sunflower seeds, and so on. No matter how much competition there might be, nothing was cheap, but even so we were glad to pay the price for the sake of adding variety to the menu. So monotonous and scanty did this become when we entered the Amur country that one day in sheer desperation I paid about $1.30 for a cake of sweet chocolate

..more than a drink...
Horsford's Acid Phosphate
is also an excellent Nerve Tonic
It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.
Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.
AT ALL DRUGGISTS
D-51-J

weighing perhaps a quarter of a pound. Those of my readers who happen to know me personally will realize from this that I was hungry.

To attempt to give anything resembling a true picture of such an enormous cross-section of country seems an almost hopeless undertaking. As a starter, however, I might say that what we think of as Siberia is composed of a number of distinct political units. With the Ural Mountains, which, by the way, are nothing but low hills, begins the Ural Region. Not far from the great city of Omsk this gives way to the Siberian Province with its miles and miles of steppes. Some 3,000 kilometres farther east, after rounding the southern tip of Lake Baikal, we enter the Bouriat-Mongolian Autonomous Republic and traverse it to the Selenga river and beyond. After that we are in the Far East Region, which extends from the headwaters of the Amur to the Pacific Ocean. North of the Far East Region and separated from it by the lofty Chrebet Stanowyj Mountains lies the Autonomous Republic of Yakuts, which is the second largest political unit in the entire U. S. S. R., being exceeded only by Siberia. Here are found what is said to be the oldest known rock formations, which antedate even those of the St. Lawrence Valley, and in the far north enormous deposits of the bones of prehistoric animals, especially the mastodon.

Looking out of the car window, at one place the traveler would swear that he was in the Panhandle of Texas or in Western Oklahoma; in another that he was somewhere along the Piedmont Plateau; in a third that he was in the mountains of western North Carolina or Virginia; and in still another that he was passing through the wilderness traversed by the Grand Trunk Pacific in northern British Columbia.

For hundreds of miles after crossing the Urals there is nothing but great wide plains, dotted with clumps of small scrubby timber—pines, birches, and aspens. It is here especially that we find the wheat lands which we associate with Siberia. Farther east there is considerable marsh land and many small brackish lakes, which are part of an extensive system that, as a result of the poor drainage of the steppes, extends across Central Asia as far as Lake Balkash and the Aral Sea.

(To Be Continued)

The School Bus

CONSOLIDATION requires school transportation of children. Safety in transportation is necessary to the success of consolidation.

There must be no risks taken because of financial consideration. There must be no contract made because of political or personal influence, and there must be adequate insurance in case of accident.

FOR THE FIRST TIME

Victor experience makes "Music in the Air" educationally significant!

The creation of the new Victor Radio-Electrola truly marks a red-letter day in school music work. For this amazing instrument is literally the climax of Victor's more than 19 years' intimate co-operation with music educators. With it, *for the first time,* the teacher can "cash in" on her past effort in *musical appreciation* as never before—through the glorious new musical medium of radio! Only Victor, always in the van in educational theory and practise, *with its great list of educational recordings,* could make this revolutionary step possible!

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Utilize radio music as a real educational medium *this winter.* There is much worth while on the air, and new programs for the children are being planned. Victor Records cover the entire range of music, PROPERLY PRESENTED. Put a Victor Radio-Electrola in your classroom NOW!

The Educational Department
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Are Athletics Pickled?

By ARTHUR DEAN

According to Frederick Rogers, Director of Health Education of New York State, high school sports are on an "athletic debauch."

In a published study he indicts practically every phase of interscholastic athletics: ulterior motives of coaches, liberal use of money, athletic "scholarships" and complete disregard for the health of the players.

The general public hears only of the victor, the glory, the heroes. The casualty list is ignored and the players who suffer pay a great price for their caps and bells.

"The most superficial investigation," to quote from the report, "will reveal countless cases of athletes who have played with broken ribs (tightly bandaged) or strained ligaments (carefully protected), and cases are on record of men who have left sick beds for the sake of championship honors, and have been crippled for the remainder of their shortened lives.

"Experience has shown that some schools induce pupils to remain after graduation, after they are past the usual or decent high school ages, and whether they attend school or not; star players are paid for their services, and occasionally teams are recruited which represent the school as little as a major league professional baseball team represents the city whose name it takes.

STRYCHNINE AS STIMULANT

"Even strychnine is used to stimulate athletes about to enter supreme tests of strength and endurance."

A strong indictment and the obvious and natural reaction to it will be denial and the self-rendered verdict in many communities will be "Not Guilty."

However, let's not worry whether or not Mr. Rogers is right. Let's not waste time defending ourselves. The point is: Athletics has gotten out of the hands of the players. The boys are exploited, worked to death, and much overstimulated physically.

The players work like mad to get on a team and are worked to death while on it. They are the players in the big show and thousands of lummocks look on. Vicarious thrills for spectators too lazy to lift a finger. Not a cent for the players.

Athletics has become a grueling and nerve-racking business for the players with all pleasure left out excepting the satisfaction they receive from reading their names heralded in the public prints. Oftentimes the coach is out to make a personal reputation, and such coaches will be the first to object to everything Mr. Rogers states.

If the alumni, business men and seat warmers must be entertained, let the school hire, buy and steal players for their amusement. Pay the players and make the whole thing a regular business.

If these gentlemen have any consideration for the players and for the high school let them do everything under the heavens to encourage the formation of twenty teams in each of the major sports, help to organize school leagues composed of teams which meet on equal terms, contribute money toward equipments for tennis, rowing, hockey, hiking clubs, summer outing camps, and aid in every way to get the crowd out of the stands and into the games.

How many readers will agree with Coach Roper, of Princeton: "The value of football depends upon the extent to which it brings out sterling qualities in men"?

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Earthen Lamp and the Lamp of Jade—I

The philosopher paused to rest just within the city gates. Above him towered the dark mightiness of stone walls with the faces of the stars lining the edge like silent watchers on the keeps.

He smiled as he looked first at the beggar who sat with a lighted earthen lamp close to his feet, and then at the golden square where a window flamed in the purple mistiness of the Sultan's castle walls.

"Harith, my friend," he said, "let us lean on our staves awhile. The sight of this beggar with an earthen lamp squatting here in the gold radiance of the Sultan's room of state impells me to tell you a tale of Abu Ghanim, the wise one, long gathered to the dust of wind-blown Persia.

"Abu Ghanim, as you know, was the golden-voiced maker of parables for the sultan's ear. Blessed be the memory of his words, for they were of the spirit and of the upward way,—that is why a radiance within me glows brightly at the very mention of his name and a longing comes over me to tell this tale of his.

"It happened, one evening, that the Sultan sat in his garden enjoying the calm cool of the shadowy place. At his feet a blue lotus curled its petals slowly to its night's repose; the fragrance of the jasmine mingled with the silver trilling of a nightingale in exquisite harmony more beautiful than music's self.

"'Abu Ghanim,'" cried the Sultan, 'the peace of this garden affrights my soul. Has that thing ever happened to you, my friend? Have you ever risen in terror of some nameless thing in a moment when peace and rest and untroubled joy seemed wrapped about you?'

"'Light of the Evening Sky,' said Abu Ghanim soothingly, 'it is but the last throe of your mighty spirit, restless and unwilling to take for itself much needed rest. Listen, sire, to this tale I tell. Perchance there is healing in it and a place of rest.'

"'I am not in the mood for stories,' said the Sultan. 'There is disquiet in the realm. As I rode forth this afternoon I saw a beggar sitting at the gate. There was a look, Abu, in his eye that I did not like,—he looked at me as though I had given him cause to hate. Come tell me! Wherein is my realm dissatisfied?'

(To be Continued.)

The Earthen Lamp and the Lamp of Jade—II

"Abu Ghanim raised himself from the cushion at the Sultan's side and clapped his hands sharply. Two black Nubian slaves appeared out of the blue mist of a lilac bush.

"'Fetch me,' said Abu to one, 'the earthen lamp of the beggar at the gate. And do you,' he said, turning to the other, 'fetch me the priceless lamp of jade and gold that sits at the right hand of the Sultan's throne.'

"'What is all this?' asked the Sultan. Abu Ghanim smiled. 'What I cannot say in words, O Light of the Evening Skies, you shall see for yourself.' As he answered the first Nubian returned and placed in Abu's hands the coarse red, earthen lamp of the beggar at the gate. Its roughly modeled sides were dark with soot where the fingers of the beggar had handled them as he trimmed its timid flame.

"No other hand but Abu's would have touched the grimy thing, but in his sight all things were clean save as the spirit sullied them. He, therefore, took the lamp and held it aloft and trimmed its hempen wick, coaxing its flame to more aspiring efforts, and then set it burning brightly on the burnt tiling that guarded the water's edge. From where the Sultan sat, the tiny golden flame danced in a blue void of sky and water in whose farthest depths glowed brightly the light of Another's lamp.

"'Behold, my Honored One,' cried Abu, 'how in the void two lamps now glow. The beggar's trembling, timid flame and the blue, stalwart glory of the evening star—the lamp of the Everlasting and the Mighty One.'

"At that moment the second Nubian returned with the priceless lamp of jade and gold from the Sultan's throne. Abu took it carefully from the strong, black hands, trimmed its resolute wick with thumb and forefinger and then placed it close to the beggar's.

"'Honored One,' said Abu Ghanim, 'three lights now glow before you. The Mighty One's, your own, and the worthless one of the beggar at the gate. Is not the depths of the lily pond more beautiful because of these three?'

"'It is more beautiful,' agreed the Sultan.

"'Is there not an added brightness about our feet because of these three being there together?'

"'There is an added brightness,' agreed the Sultan.

"And yet, can you say to me: 'Abu Ghanim, this brightness belongs to me, and this to the Mighty One, and this to the beggar at the gate?'

"'I cannot say that,' said the Sultan, 'for while there are three lamps, there is but one radiance.'

"So there is one kingdom, in spirit, O my master, in kingship and in servitude.' (To be Continued.)

The Earthen Lamp and the Lamp of Jade—III

"The Sultan raised his dark eyes and studied Abu's face. 'Your meaning escapes me,' he said.

"Abu bowed. 'Light of the Skies,' he said, 'is not your lamp of jade and gold and the beggar's of poor clay, and yet, how do the flames of both unite to lift the gloom of this darkening place—side by side they labor goldenly,—repelling darkness,— shedding beauty,—doing the sun's work in the absence of the sun. What you have seen here in symbol is no less true in the life of every day. See how these wicks nod towards each other in good will as they labor at their pleasant task! Behold how the same oil feeds them. Whether from the Sultan's jewel or the beggar's clay, my master, the oil that bursts into blossom at the wicks' end is that of justice.

"Abu ceased speaking and stepped back. The Sultan gazed for long moments at the three lights flaming at his feet.

"'Abu,' he said at last, beckoning to him over his shoulder, 'come hither! Sit by my knee! I have learned much from these three lamps,—life is a common venture in which all men, as well as God, have work to do. There is a road leading down to Teheran. Savage robbers ride that road tonight, molesting peaceful men; gaunt lepers hunger in the limestone caves beyond the city walls, widows weep in fear of the morrow and strong men search fruitlessly for work; all these things shall pass; there shall be lighted lamps everywhere, all gleaming in a common service and for the common good; and now, Abu, return this bag of gold to the beggar at the gate, telling him to cast off his tattered robes and withdraw his outstretched hand and prepare himself for service in his country's cause,—but his lamp, Abu,—handle it more gently than the other and place it close beside the throne and see that it never lacks the oil to burn,

for it shall be a memory for me, and a warmth shall kindle from its flames which shall bring comfort to this realm.' "

The philosopher stroked his silver beard and lifted his staff to pass on. "Is it not strange," he said, "that here at our feet in this desolate city, the gleam of the beggar's lamp should shine against the glory of the Sultan's many-latticed window pane,—one thousand years since Abu Ghanim died?"

The Two Wells

Abu'l Hasam looked at his young companion with keen eyes. "Abbad," he said, "for fifty years I have gone up and down this desert observing the sky and the sand, the creatures that move in the sky and sand and mankind, himself. One thing I have learned:—all things that grow beautiful and prosper in this arid place grow beautiful and prosper because of what they give—not what they take away. I tell you this, Abbad, because just now I have seen your mind full of the desire to take. You envy your cousin's fleet camel and his saddle bags filled with soft silks and his tent of skins and the soft rugs he sits on when he rests against the day. Because you are young and rash I fear whither this envious spirit may lead my master's youngest son. Look aloft, Abbad! When is the sky most beautiful? Is it not when storm clouds gather and the lightning flashes and the blue rain gives and gives to man and animal and plant? And where are the beautiful and prosperous nooks wherein we delight to rest ourselves? Are they not those places where the cool spring gives and gives and gives of itself to all thirsty lips, and where the palm tree spreads blessed cooling hands that rain shadows down on us like silent showers? And what animals do we most love and cherish? Are they not the patient horse and the all-giving camel who shuffle weary feet endlessly in a master's service? And what tree is most blessed, Abbad? Is it not the date palm that gives and gives and gives, each gift a golden nugget of its own sweet self, a healing to man's hunger and a glory in his eyes? Abbad, hearken to this little tale I tell and learn wisdom, for while he who takes, gets for himself, perhaps, a multitude of earthly things, he who gives, stores up a treasure of the spirit beyond all values of the market-place.

"Not far from here, at the base of a mountain range there are two wells; while, strangely enough, these wells lie side by side, one is of pure sweet water, but the other is of water so brackish and foul that even the birds shun it. Over the sweet well a palm leans graciously and about it reeds grow in which black birds tilt softly as the breeze blows, and sing. As one leans over and drinks of the cool flood, one sees far below, little pouting lips of sand endlessly moving as the cool waters pour upward from the earth below. About the foul well, however, there is no life, no palm, only stinted cactus plants, armored with relentless thorns. The well itself is full of old leaves and scum and, as I have said, the water is so sour that even the birds shun it. Now, Abbad, to the one well all waters give themselves; the mountain peaks, the very sands, supply the cool streams that it gives forth. To the other there is never any giving and, therefore, no renewal of its sweetness, so that as time has gone it has grown sour and turbid within itself. From the sweet well, Abbad, flows a constant stream. That is the secret of its usefulness, but from the other never a drop escapes into the surrounding sands."

The youth Abbad looked keenly into the old servant's eyes. "Your advice is timely, friend of my father," he said. "Once before, I recall, you drew me back from a strange adventure. Come! We shall both go and sit with my cousin and laugh with him and rejoice in the good things he has."

Children and Brooks

There is a spiritual lesson in the old millwheel and the foaming waters that run under it. When the stream tumbles down out of the hills it is small and weak and turns only a little wheel here and there, but as it flows on it gathers strength and size from every passing brook, turning bigger and bigger wheels, until, when it has grown up, so to speak, it generates in mighty turbines the electric power that is needed to light the homes of millions of men. No stream grows weaker because of the mills it turns. Were there fifty mills in a mile, given enough space for a pond to form, the same water would turn the fifty wheels and grind the fifty sacks of wheat or light the fifty bulbs in fifty homes. So it is with well-doing. There is no exhausting the power of the spirit as it grows and grows in volume and usefulness all through the years of man.

Only the idle and the thoughtless lie, like shallow lakes, festering in the summer's sun. When I see a rollicking stream on a mountain side and see a rollicking boy or girl near at hand, I cannot help likening the one to other and wondering what sturdy mills each will turn before the great ocean is reached, what fields each will water, what good each will do in this old world of sorrow and hardship.

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EDUCATION IN ACTION

McAndrew Cleared Of Thompson Charge

For nearly two years William McAndrew had sought to disprove charges that resulted in his ouster in January, 1928, as superintendent of Chicago's schools, and just before Christmas he was vindicated in the superior court. Mayor William Hale Thompson made one of these charges in the turbulent school squabble in the late summer of 1927—that the textbooks used in the Chicago schools were "pro-British." As to this charge the court said nothing, for it declined to examine the seventy or so books offered in evidence. Judge Hugo Pam decided the subject on two principal points: first, was McAndrew insubordinate? and, second, was he given due legal notice of the charges? The decision answered both in the negative and granted a writ that wrote "Void" on the ouster and quashed all records of the case. As the result of the decision Mr. McAndrew is in a position to sue the city for approximately $6,000 back pay, but through counsel announced he would take no such action, "seeking merely vindication through the hearing." Mr. McAndrew also indicated that his suit against Mayor Thompson for $250,000 alleging libel, would be withdrawn.

Allowed Bequest Of $1,500,000

A century and a half hence, under the terms of a bequest upheld recently, Dartmouth College will have a lump sum estimated at between $1,500,000 and $2,000,000 at its disposal for the founding of fellowships and professorships. Asa Wilson Waters, a Dartmouth alumnus, who died in November, 1927, provided that $1,500 of his estate should be held in trust to be invested and reinvested for a period of 150 years. The accumulated fund should then go to his alma mater. Judge Lamorell of the Orphans' Court of Philadelphia said he was compelled to validate the bequest because of an act of the Legislature governing bequests for literary, scientific, charitable and religious purposes.

Educators Ask Aid For Bankrupt Schools

A resolution calling for a special session of the Indiana legislature to provide relief for bankrupt southern Indiana public schools has been adopted by county school superintendents and county trustees in conference at Shoals, Ind. A report made at the conference showed fifteen counties in southern Indiana are $800,000 in debt, $85,000 of which is owed teachers in back pay. The resolution calling for the special session was adopted unanimously. Previously two methods of giving relief had been suggested and two measures will be proposed to the special legislative session if it is called. They are: A bill to place all Indiana schools in one special unit for taxation; a bill creating a luxury tax to raise the $1,000,000 needed immediately to provide state aid for schools in poverty-stricken counties. More than 150 superintendents and trustees heard the plan and gave their approval.

Russia's Millions Learn Their A B C's

Eleven million adult Russians have been taught their A B C's in nine years, according to statistics of the "Society of Down with Illiteracy." In 1897 only 22 per cent. of Russia's 150,000,000 people could read and write, says the society. The latest data show that 55 per cent. of the population now knows its letters. The government has published A B C books in forty-three languages. In the more backward regions of the Soviet Union it has introduced the Latin alphabet, which is easier for untutored persons to learn than the complicated Slav characters. The government's "Five-Year Industrialization Plan" also extends to educational activities, and provides that by 1932 illiteracy shall be reduced to fifteen per cent.

Hoover's Schoolhouse Nearing Completion

The schoolhouse which President Hoover and his friends are erecting in the mountains of Madison County, Virginia, near his summer camp, will soon be ready for installation of equipment. Those who are in charge are anxious that it be furnished so as to meet all the requirements of a standard Virginia school, with as modern equipment as it is possible to install. Miss Ruth Fessler, one of the secretaries to Mrs. Hoover, and Miss Vest, of Berea College, in Kentucky, paid a visit to the school at Fairfax, Va., recently to view the equipment used in a standard Virginia school.

Tokio Treasury To Pay School Costs

The Hamaguchi Cabinet has decided to relieve the financial burdens of the people in part by defraying the total cost of Japan's compulsory education out of the national treasury. This expense heretofore has been borne jointly by the government and the respective towns and cities. This is the first step of the present Cabinet toward the reduction of the financial burdens of the people and is expected to prove popular. The Minseito, the government party, will also welcome it, as it is expected to influence the minds of the voters to a large extent in favor of the government at the next general elections. The additional amount the government must thus pay out of the treasury is said to be 10,000,000 yen. In view of the strict economy and retrenchment necessary to the lifting of the gold embargo the sum is regarded as a heavy extra drain on the treasury.

Work to Stamp Out Illiteracy

Plans were drawn up and adopted by the Albemarle Teachers' Association of Virginia recently to attempt a complete removal of illiteracy from the county. This move comes as a further step in the school board's program to "stamp out illiteracy." Teachers will make a survey of all those in the county who cannot read and write. The 1920 census placed the number at 750, but Superintendent A. L. Bennett estimates that this figure has been reduced. Immediately following this step, the association will collaborate with the churches, Sunday schools, mothers' clubs and other civic organizations in the communities to interest illiterates in education to the extent, at least, of learning to read and write. The plan, as it stands now, is to form classes for adult illiterates, under the leadership of capable instructors who will furnish their services without cost.

Maryland's School Enrollment Larger

There are nearly 6,000 more white children of ages five to eighteen inclusive enumerated in the schools of Maryland counties than there were two years ago. The child school population of these ages in the counties totals 225,000, of whom 183,000 are white and 42,000 colored. Figures for each age group indicate that approximately 15,000 white and 3,500 colored children start to school each year in the Maryland counties. These figures also show a slight excess of white boys over girls for every age group.

Costa Rican Public Schools

School attendance in Costa Rica is compulsory. Costa Rica has a population of fewer than a half million, yet there are approximately 500 public grade schools in the republic. About 1,800 teachers are employed in these public schools, which are attended by approximately 45,000 pupils. In addition to the public schools the inmates of the federal penitentiary and the reform institutions receive instruction. The government Normal School at Heredia is attended by 638 pupils during the present term, and approximately the same number attend the Boys' High School in San Jose. According to statistics only 23 per cent. of the inhabitants of the republic are illiterate and 17 per cent. of the budget for the last year was spent on education. Although teachers in the public schools are paid only from 80 to 100 colones a month ($20 to $25) the government pays a pension equivalent to the teachers' salaries after thirty years or in case of disability. Small pensions are paid to widows and minor orphans of teachers.

Italy Decrees 3-Term School Year

Professor Balbino Giuliano, new Minister of National Education in Italy, has decreed that henceforth the academic year shall be divided into thirds instead of halves, making three sets of examinations instead of two. Students generally approve the change.

American Colleges On "Athletic Debauch"

Present-day intercollegiate and interscholastic sports competition is described as an "athletic debauch" by Frederick Rand Rogers, director of health education of New York. In his report of a survey published through Teachers College, Columbia University, Rogers assails the modern coaching system, championships and the commercialization of college and high school athletics and charges that intensive competition frequently results in permanent injury or impairment of the health of contestants. He suggests a series of drastic reforms to return sports to the players for the sake of the sport. These include curtailment of the powers of coaches, abolition of eligibility rules and changes in the rules of games to lessen the strain and reduce the hazard of injury.

Schooling Attracts California Grown-Ups

The number of adults attending public school classes in California exceeds the number of high school students, according to Vierling Kersey, superintendent of public instruction. "Adult students attend school for one or more of five reasons," Mr. Kersey said. "Those who want to complete high school courses and gain required credits for college entry are in the majority." The remaining four groups, enumerated according to the numbers in each classification, are: Those who dropped out of high school before finishing their courses; those who finished high school at too early an age and have forgotten certain essentials; "Americanization" students studying to gain naturalization papers; those wishing to make profitable use of their leisure time. In a nation-wide survey the "Americanization" groups or "foreigners" rated first, while in adult education in California they rated fourth.

Teacher for 32 Years Heads School Survey

When a person is starting her seventy-fourth year on earth after working like a galley slave, rest seems sweet, but in the case of Mrs. Susan M. Dorsey it is different. Although she retired a year ago, after thirty-two years in the Los Angeles public schools, the last nine of which she was superintendent, one of the outstanding educators on earth, she has been called from her retirement to serve as chairman for the California State educational survey. Governor Young says that he asked Mrs. Dorsey, who, in spite of advanced years, is still vigorous and active, because of her ability. This commission she heads is to study all problems of public education, and on her report will be based a revamping of the school system. Mrs. Dorsey gamely responded to the call. Her outstanding achievement was her forcing through a campaign which raised almost $10,000,000 for modern school buildings in Los Angeles.

Cleveland Observes School Anniversary

Civic leaders, music patrons, city officials and Clevelanders interested in the education of youth in music, to the number of 500, recently observed the ninth anniversary of the founding of the Cleveland Institute of Music, which now has an enrollment of 750 with a faculty of forty. Headed by William R. Hopkins, city manager, and John D. Marshall, mayor, speakers at a luncheon commended the work of the school in preparing trained musicians and joined in honoring Mrs. Franklyn B. Sanders, who, more than any other individual, is declared to be responsible for the growth of the institute. Mrs. Sanders has brought together some of the best musical talent in Cleveland on the faculty of the institute, including members of the Cleveland Orchestra, public school music directors and other trained musicians.

Education Needed In Hopei Province

Three million Chinese children in Hopei province alone are unable to read or write in their own or any other language, the department of education of the province reports. The department urges institution of compulsory education for all children as soon as possible, but estimates that such a program would require $30,000,000 at the start, and as the province has been barely able to meet ordinary administrative expenses, it is not believed that a real beginning toward the proposal can be made in the near future. As a temporary measure, the department suggests that compulsory education be started first in large cities, where the people may be able to afford it. It suggests also that compulsory education among the children of well-to-do people may be enforced, and that later the children of poor families may receive education.

Finds "Recruiting" By Colleges Less

The college practice of "recruiting" school boy athletes is "probably diminishing," Dr. Howard J. Savage said in his first public address since he completed his report for the Carnegie Foundation for the Advancement of Teaching which charged the majority of American colleges with offering subsidies to athletes. Dr. Savage declared that the decline in "recruiting" is a gradual one. The practice is still carried on to such an extent that it is pernicious and a menace to amateur sportsmanship, he asserted. Admitting that the American college system as constituted today justifies certain types of "promotion" and the "solicitation" of students through scholarships, he said that as soon as this "solicitation" distinguishes between athletes and non-athletes the fundamental basis of sportsmanship is endangered.

Graduate School At Duke Grows

The Duke University Graduate School, which was formally organized during the academic year 1926-27, has this year 173 students, who have won degrees from 95 colleges and universities in twenty-seven states and three foreign countries. About sixty-three colleges and universities have one degree holder each in the school. This year a large proportion of the attendance is made up of students having already taken an advanced degree, and who are in their second and third year of graduate study.

Enrollment Is World-Wide

A total of 777 students in Yale Graduate School from North and South America, the British West

Indies, British Isles and seven countries of Europe, South Africa, West Africa, Egypt and Asia and Australia, reflect the cosmopolitan character of the institution. The enrollment from North America includes students of forty-five states and twenty-five Canadians. Nearly 300 institutions, among them thirty-one foreign universities, are represented by the degrees which students in the graduate school hold.

Year's Big Gifts Favor Education

Educational institutions were the recipients of most of the great philanthropic gifts and bequests during 1929. Some of the large gifts were made anonymously, notably a gift of $3,000,000 to Johns Hopkins University, a gift of $250,000 to Harvard, another of $207,000 to New York University, and one of $175,000 to Columbia. Other important donations were, F. C. Austin, Chicago, $2,000,000 to Northwestern University, for F. C. Austin Scholarship Foundation; George F. Baker, New York City, $1,000,000 to New York University; Bancitaly Corporation, $975,000 to University of California in tribute to Giannini; Otto Tremont Bannars, New York City, by will, $2,000,000 to Yale University; Edward S. Harkness, New York City, $11,390,000 to Harvard University, $2,525,000 to Columbia University, $1,000,000 to Near East College Association; William J. Connors, Buffalo, N. Y., by will, $1,000,000 to Clarkson College, Potsdam, N. Y.; Frederick Brown, $2,000,000 building at Washington Square, New York City, to New York University.

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TREND OF THE TIMES

TELEVISION experiments are being conducted with fair success and "it won't be long now until you are going to see as well as hear by radio," declares Harold A. LaFount, Radio Commissioner. "It is my belief," he said, "that the day is imminent when you may witness not only moving pictures, scenes and spectacles, but even football games or a world series."

LIFE OF TODAY is easier, happier and production is greater than ever before, largely the result of the accomplishments of scientific medicine, asserts Dr. Earle G. Brown, secretary of the Kansas State Board of Health. "This is the natural result of the application of modern methods in the diagnosis and treatment of disease and the development of specific preventive measures for certain of the acute infectious diseases," he said.

SIMULTANEOUSLY with the celebration all over the United States of Thomas Edison's fiftieth anniversary as inventor of the incandescent light, comes the report that the Electro-Technic Society of Hanover, Germany, has unveiled a tablet to Heinrich Goebel as having invented the incandescent light some twenty-five years before the Edison patent was filed. In England, a short time before, invention of the electric light was celebrated with credit given to Sir Joseph Wilson Swan for the first invention of an electric lamp with a carbon filament.

MONOTONOUS REGULARITY of life is the thing that ages people most quickly in the opinion of Sir Martin Conway, M. P., the seventy-three-year-old author, art critic, traveler and mountaineer, and he is not sure that all the virtues are not a somewhat too heavy burden. Sir Johnston Forbes-Robertson, three years his senior, famous as an actor-manager in Shakespearean roles, asserts that a person must have plenty of interests in life to keep young with at least one dominant hobby.

INCREASE IN SPINSTERS during the last century has been concurrent with the greatest progress of humanity the world had ever known, declared R. B. Kerr of London, who spoke before the International Congress of the World League for Sexual Reform. Spinsters have been the backbone of all movements for international peace, the amelioration of criminal law and general human advance. They devoted to humanitarian projects the energy that otherwise would have been expended on a house and family.

THE STORY of the changing civilization of the United States is told in the statistics of occupation since 1850, which reflect an altered family life, the great growth of manufacturing and the decline of agriculture, according to a study of W. F. Ogburn, professor of sociology at the University of Chicago, and his assistant, Clark Tibbits. "The family continues to lose its functions to industry and state," the analysis declares, "one of these functions being recreation, which is becoming a large commercial activity."

NEW CONSTITUTION proposed in Austria is said to be a more drastic measure than it first appeared to be, as it calls upon Austria to turn her back on many of the changes instituted at the time of the revolution. Some of the changes are, a provision that indirectly countenances the reintroduction of the old titles of nobility, the abolition of trial by jury, extension of police power, particularly when a state of emergency is declared, empowering the President to issue decrees with the force of law, even when Parliament is in session, if it failed to pass bills with the expedition desired by the President.

MANUFACTURERS of Philadelphia are looking forward to the time when they may call in an art adviser who will give them pointers on how to make their products artistic. Their products may be pianos, lamp posts or waffle irons, but just the same, if they want them to be more artistic all they will have to do will be to call up the Art Museum, ask for the manufacturers' art consultant and he will come running.

STOCK MARKET CRASH marked the close of a period of "jazz economics," and has inaugurated an era of prosperity which will progress along sounder lines, according to Francis H. Sisson, vice-president of a New York trust company. He declared that the United States should expect a period of financial readjustment, but needed to anticipate no serious commercial or industrial depression.

The BOOK TABLE

ROBIN AND JEAN IN ENGLAND. By Lawrence S. Williams. Drawings by Sue Runyon. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This book will give American children of today an intimate knowledge of important places and scenes in England which can but promote a genuine love for what should hereafter be revered as the Mother Country.

The book is the outcome of a summer spent in the British Isles with the author's own children, who ranged in age from nine to thirteen. The children met and played with English children and came into contact with so many people in different walks of life that they grew to have a great affection for England and her people of today.

Robin and Jean are reintroduced to King Arthur in his castle at Tintagel, to King Alfred in his capital city of Winchester, and to Robin Hood in his own Sherwood Forest. They explore towns and castles that were familiar to Drake, Shakespeare, or Queen Elizabeth. At the same time that they learn about former great days of Plymouth, Oxford, London, and the cathedral towns which they visit, they are attracted by the people whom they meet. In this way the human side of travel is emphasized, and literature, geography, and history are imbued with life.

ESSENTIAL LANGUAGE HABITS. Book One, 277 pages. Book Two, 305 pages. Book Three, 431 pages. By Wallace Werrett Charters, Ohio State University, Esther Marshall Cowan and Annette Betz, both of Kansas City, Missouri. With Illustrations by Shirley Kite. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

In 1923 these authors and their publishers had an exhaustive study made as to what was really essential in a mastery in the effective use of correct English, oral and written. As a result the minimum essentials became the backbone of the series, and "Essential Language Habits" deals only with common, practical needs and with the techniques which control language difficulties.

The authors decided that the practice material through which the correct forms are taught must be interesting, and further, that exercises, drills, games and tests for the accomplishment of this purpose must be the core of instruction. In the last analysis language teaching is controlled more completely outside the language period than within it. In the writing of themes, the preparation of reports, and in all class work, language is a means of carrying out school activities.

Read editorial in this issue of the Journal of Education on "Triumph of Childhood" in considering the new edition of "Essential Language Habits."

THE RUNAWAY DOG TEAM. By Arthur C. Bartlett. Illustrated by Harold Cue. Cloth. 300 pages. Boston, Chicago: W. A. Wilde Company.

Sled dogs are of especial interest now, because of the part they have played in British America, in the Klondike, and especially on Byrd's South Antarctic adventures, but sled dogs have a fascination of their own. This story of Arthur C. Bartlett is of direct interest to boys of today, because it is written for boys by one who knows boys and their love of dogs.

COLLEGE AND UNIVERSITY BANDS. Their Organization and Administration. By L. V. Buckton, Teachers College, Columbia University. Bureau of Publication, Teachers College, Columbia University, New York City.

There is need of such leadership as Dr. Buckton here provides in well directed intelligent demonstration that the school band is not for amusement or diverson, but is a genuine force in community welfare, that it is the most humanizing activity of a community. The band is the best safe inspiring thrill that the school can give the community. It does not promote rowdyism, does not lead its admirers to destroy property or deface buildings. It is always an ennobling function.

Clarence Byrn says: "The school band possesses all the advantages of athletics: deep breathing, physical and mental alertness, and team play. It also teaches the student how to plan, give, and carry out orders. It develops self-reliance and a sense of responsibility. A band student is far more likely to be able to use his acquired skill in a vocational way later on than the athlete."

V. J. Grabel says: "The effect of playing on band members may be summarized as follows: It is excellent training in discipline, directs attention to detail work and opens the doorway to professional life."

Dr. Buckton's message has a real mission at this time.

A good band is a fine publicity medium when used on tours, radio broadcasting, concerts, and the various activities at which a band plays both on and off the campus. Many college and university bands have a high publicity value where a fine concert organization has been developed.

THE STORY OF MAN SERIES: FLEETFOOT THE CAVE BOY. THE TREE BOYS. Both by William L. Nida. Illustrated by Grace Betts. Cloth. Chicago, New York, San Francisco: Laidlaw Brothers.

These are beautiful books. The paper, the type, the pictures and the binding are attractive.

Any child will appreciate these very lovely books. The stories are exciting and have wholesome suggestions.

Each of the eighty stories has something for the child to do. Sometimes the child is to supply a missing word. Sometimes there are questions and the child has merely to say Yes or No to each question. Thus "The Story of Man" series is fascinating and interests the pupil by having something for him to do.

TWO BOYS IN SOUTH AMERICAN JUNGLES, or Railroading on the Madeira-Mamore. By Grace B. Jekyll. Illustrated by Beth Krebs Morris. Cloth. New York: E. P. Dutton and Company, Inc.

This is a real South American story, more real life in it than we have seen in any South American experience or have ever read. It is written by the railroad engineer who built the longest piece of railroad in such a country that has ever been built. It was 1,600 miles from the Atlantic in the Amazon country in 1911-12.

The two boys were twins who graduated from Pratt Institute at nineteen and went to Brazil to work on that railroad. We are quite sure that no other boys have ever gone from Pratt Institute in such a life upon graduation.

Books Received

"The Y. M. C. A. Executive Secretary." By L. W. Bartlett, R. M. Hogan and A. W. Boyd.—"The Y. M. C. A. Physical Director." By L. W. Bartlett and A. W. Boyd. Chicago, Illinois: The University of Chicago Press.

"Rural Social Science." By G. A. Lundquist and C. B. Moore.—"Third Year Latin." By K. P. Harrington and W. V. McDuffee. Boston, Mass.: Ginn and Company.

"Short Scenes From Shakespeare." By Isabel M. Gray.—"Living Latin. Book Two." By C. C. Thursby and Gretchen D. Kyne. New York City: The Macmillan Company.

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GRINS BETWEEN GRINDS

A Parasite

Tommie—"Daddie, what's a parasite?"

Father—"A parasite, my boy, is one who goes through a revolving door on someone else's push."

Sound Advice

"Doctor, I'm continually thinking of my girl. Can't you advise me how to get her off my mind?"

"Marry her, my boy, marry her."

"What good will that do?"

"Then you'll have her on your hands."

Too Many Inches

Widow—"How much do you charge for death notices?"

Editor—"A dollar an inch."

Widow—"I'm sorry, I can't afford it, my husband was six feet tall."

Regardless of Cost

"That Scotch lad is no tightwad."

"No?"

"No. He just told one of the Siamese twins he'd take her to lunch—if she could get away."

Poor Mose

"How is it, Uncle Mose, you are asking for credit when you had such a good cotton crop?" asked the store proprietor in a southern town.

"De ducks got 'bout all dat cotton, suh," was the mournful reply.

"What do you mean by the ducks got it?"

"Well, you see," explained the old man, "I sent dat cotton up to Memphis, an' dey deducks the freight, an' dey deducks the storage charges an' dey deducks the commission, an' dey deducks the taxes—yes, sah, de ducks got 'bout all dat cotton an' dat's why I'm here."

Modern Milkmaid

The farmer's pink-cheeked daughter was coming up the lane. She was clad in grimy overalls, from the pockets of which bulged huge bunches of waste and sundry wrenches and pliers. In her hand was a dirty satchel rattling with an assortment of iron tools.

"Where are you going, my pretty maid?" I asked.

"I'm going a-milking, sir," she said.

"But why the tools?"

"Trouble," she said, "with that darned old milking machine again."

Too Late

A postman was passing through a cemetery with his letters, when he heard a man sobbing and saying: "Oh, why did you die? Oh, why did you die?"

Going over to him the postman said: "I say, old chap, is it as bad as that? Was it your wife?"

"No," he said, "It's her first husband."

Phonetics

The boss had a letter in his hand. It was quite apparent that he was not in the best of tempers.

A knock came at the door.

"Come in!" he roared.

A frightened-looking typist entered.

"You rang for me, sir?" she inquired.

"I did!" thundered the great man. He held the letter out in front of him. "Your spelling is abominable. You've gone and put 'n-e-w-m-a-t-i-c' for the word 'pneumatic.' I can't let a thing like that pass."

The girl began to tremble more than ever.

"Im very sorry, sir," she said. "But I'm afraid I couldn't help it. You see, the 'k' on my machine won't work."

As Told by Mr. Patey

"Who was Anne Boleyn?" asks the teacher. "Anne Boleyn was a flatiron," answers a boy. "How dare you make such a frivolous answer?" "Well, that's what it says in the book." "What book?" "Our textbook in English History." "Nonsense, show it to me!" So the boy brings up his book and points out this sentence: "Henry VIII pressed his suit with Anne Boleyn."

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List Educational Journals

A record of the current educational publications comprising all publications of that character received by the United States Office of Education for the year 1928 has just been published by the Government Printing Office and is available to investigators in the field of education. Because of a delay in its publication news of its availability will be of interest to librarians following studies in the field of education. A complete author and subject index to the 1,610 entries in the record are included at the end of the list. The United States Office of Education, it was announced, can not supply the publications listed in the bulletin other than those expressly designated as publications of the Office of Education. The books, pamphlets and periodicals listed may be obtained ordinarily from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of that organization. The bibliography embraces not only educational works in the English language, but many in foreign languages.

Meeting Business Needs

J. O. Malott, specialist in Commercial Education, United States Office of Education, stated in a recent article that "the contributions of commercial education to the social and economic development in this country are so intricately related to the contributions from education in general, science, and the natural resources that they cannot be accurately measured. Millions of boys and girls, and men and women, have pursued commercial courses and found vocational opportunities in business. These same millions have contributed much toward meeting the social and business needs of their communities. As for the present and future, there are definite social and business needs to be met. Some of these needs are more obvious and more easily measured than others. Only in terms of these needs can either our objectives be stated or the program appraised. The term 'commercial education' is used to include that education and training which prepares specifically for an understanding of the relationships and performance of activities in business. The objectives, and hence the program for commercial education, should provide not only for entrance into, but promotion in, the various occupational levels in business. The breadth of training for the higher occupational levels may be practically co-extensive with education and human endeavor. The ultimate success of the vocational aspect of commercial education can be measured in terms of occupational efficiency as evidenced by satisfactory initial employment, regular or normal promotions, a high degree of morale, and increased efficiency of the business unit."

College Clubs Hurt Graduates

"Several hundred just-graduated college youths come to New York every year to make a living," declares Ranulph Kingsley in a letter to the New York Times recently. "The most hospitable and luxurious havens in the strange city," he continued, "are their college clubs. Naturally, they go there. There, while cash and credit last, they live a life which many a European princeling would envy. I have lived in New York college clubs for almost a quarter of a century. I was treasurer and governor of one. College clubs have proved an important influence for happiness, dignity and duty in the lives of thousands of cultured American men. But the older I grow, the more deeply I am convinced that the present credit system of the college clubs is a mistake. Allowing these impulsive, just-graduated youths to enjoy, on credit, luxuries which they cannot pay for does them, in my modestly offered opinion, more harm than good. Every college club in New York, in my opinion, should operate on a strictly cash basis. I often wonder whether all New York college clubs should not establish a rule that no college boy shall be taken in until three years after graduation. During the first three years out of college a lad should concentrate on finding a job and making good in it. He should not be encouraged to develop false notions of his own importance, and of what life may or may not 'owe' him, while playing around in his college club. Learning to make a living is grim stuff. Loneliness teaches more valuable life lessons than luxury."

Raise Compulsory School Age

A raise in the compulsory school attendance age from fourteen to fifteen years and a corresponding raise in the compulsory grade requirement from grade VI to grade VII are recommended in the report to the Massachusetts General Court released by the special commission for the study of increasing educational requirements of the Commonwealth. Certain exceptions are provided for as to both the new requirements. The commission would make no mandatory change in the present requirement that working children attend continuation school at least four hours a week during employment until they reach the age of sixteen. It would permit any city or town, however, to raise this requirement from sixteen to seventeen years. The report also recommends the permission and encouragement of voluntary half-time schooling for minors fifteen years of age who have passed the seventh grade; the establishment of continuation schools in all towns having 100 or more employed minors between fifteen and sixteen years old, and the formation of continuation school districts for smaller towns; and a varying rate of state reimbursement to cities and towns for continuation school work. It recommends that these proposals take effect not later than September 1, 1932.

"Little Red Schoolhouse" Gone

One hundred "little red schoolhouses" with a single room, insanitary, cold, and inconvenient, in rural St. Louis County, Minnesota, have disappeared in the past ten years and have been replaced by large and roomy consolidated schools of from three to eight teachers, according to a recent report from the county school superintendent. This is typical of reports received from time to time in the Education Office of the Interior Department. A recent report from Ohio states: "These relics of a past generation (referring to one-teacher schools) have already disappeared entirely from four counties in this

state." The reports quoted above, from Minnesota and Ohio, emphasize the importance of equitable educational facilities for boys and girls on the farms and in the cities, the same standards of teaching efficiency, qualifications for teachers, school buildings, and the like. "Anything which tends to equalize and to increase the opportunity for cultural development of the children of the entire state makes for a homogeneous population," according to the Cleveland (Ohio) News. "If educational environments can be made reasonably similar their human products will look upon the larger problems of the state with a broader and more tolerant attitude and with less desire to indulge in petty sectional quarrels." Governor Myers Y. Cooper is planning an early conference of educators and representative citizens of rural counties to consider the further elimination of the small schools which remain in the State of Ohio.

Course of Study to be Revised

Convinced that "education no longer seeks to stuff the children's minds with facts, but to prepare them for living; that courses of study, mapped out according to so many pages of this or that textbook, must give way to directions for study and activity, abounding in opportunities for boys and girls to acquire those 'abilities, habits, skills, and powers of judgment' which make for useful and joyful living day by day," the state superintendent of public instruction of Florida has appointed a state curriculum committee whose duties he has outlined as follows: (1) To plan a comprehensive procedure; (2) to select subcommittees of persons actually engaged in supervision or classroom work for definite curriculum construction; and (3) to finally approve or disapprove all material submitted for inclusion in the state courses of study.

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